

Busy Bees Nursery at The University of Salford

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Bees Day Nursery at the University of Salford is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited. It is based in the grounds of Salford University's Frederick Road campus, in Salford. The nursery is registered on the Early Years Register and the Childcare Register. It is registered to provide care for a maximum of 104 children aged under eight years at any one time. There are currently 101 children on roll. Of these, 20 children are in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. They also support children who speak English as an additional language.

The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. It operates from a purpose built, ground floor building. Children have access to a secure enclosed outdoor play area.

It employs 30 staff, of these, 20 hold appropriate early years qualifications. There is additional support staff, including cook, kitchen assistant and administration staff. The nursery is a member of the National Day Nursery Association and they have achieved the Investors in People Award. The setting is supported by the local early years team within the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and stimulating environment. Children feel safe and secure which provides them with a good basis to make progress in their learning and development. Staff are proactive in ensuring they have a firm understanding of the welfare needs of the children in their care and these are generally well met. The emphasis based on valuing children and their families, support the warm and accepting atmosphere of the setting and enables all children to participate fully. A common sense of purpose is shared by the well established staff team providing a secure basis for continual improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff deployment is effective in meeting the individual needs of children
- ensure children can rest and sleep without disturbance
- ensure all records and monitoring checks are consistent and in line with current policies and procedures for the setting
- ensure children experience regular daily access to outdoor play and equipment.

The effectiveness of leadership and management of the early years provision

Children are well protected by staff who understand child protection issues and safeguarding procedures because they frequently re-visit training to keep up-to-date. They know what to do if they have concerns about a child in their care. Children are further protected through robust security systems and by close supervision of children at all times. For example, the building is only accessed via finger print technology to ensure the staff control who is on site at all times. Daily risk assessments and detailed, visual checks are carried out to provide a very safe environment indoors and outdoors. Numerous written policies underpin the setting's good practice. However, there is some inconsistency in the recording and monitoring of these practices. Rigorous recruitment, vetting and induction procedures establish the suitability of adults who are employed by the setting and regular meetings and annual appraisals effectively ensure ongoing suitability.

Children have access to a wide range of resources and materials suitable for their age and stage of development. The spacious environment means children can experience a variety of activities. For example, the children enjoy baking cakes in the well equipped children's kitchen area. Staff to child ratios are maintained throughout the day. However, staff deployment within some rooms is not always effective in meeting the individual needs of children. Staff work well as a team to support children's learning and ensure the smooth running of the setting. Staff obtain key words from parents to support children for whom English is an additional language. This enables children to develop a good understanding of diversity and difference, as staff and children use this extended vocabulary in everyday practice to ensure the setting is fully inclusive.

The manager has a clear vision for the nursery and is continually developing systems and procedures to fully involve the staff team as the setting moves forward. The manager is supported well by the company's early years advisor who regularly monitors and evaluates the setting to ensure they meet the needs of the children. The manager identifies areas for improvement and addresses any identified weaknesses as soon as possible. The setting has conducted a detailed self-evaluation and highlighted areas to work on to improve their practice. The setting consults parents with their views to ensure they are responsive to their users. This positive approach to developing the quality of the service offered, demonstrates a good capacity for continued improvement.

Children benefit from the good relationships between the nursery staff and their parents. Parents rate the nursery highly and particularly identify staff's relationships with children as a strength. The setting is keen to encourage parents to share their knowledge, such as, explaining the customs and traditions of their faith festivals. Parents have access to their child's records at any time and have regular meetings and update reports from the staff. Newsletters and notice boards are used to keep the parents fully informed about changes and developments within the nursery. The manager is effectively improving this communication through the use of text messaging and email. Daily sheets are used to share information with parents about the children's diet, sleep routines, day-to-day

activities and general well-being during the day. The manager has good systems in place to share information with other providers of the Early Years Foundation Stage when children begin to attend other settings to ensure the children's care, play and learning in one setting compliments another. In addition partnerships with external agencies are well established to ensure children with special educational needs get the support they need and contribute to promoting progression and continuity of learning and care.

The quality and standards of the early years provision and outcomes for children

A well qualified and experienced staff team share a solid understanding of the Early Years Foundation Stage and how children learn best through play. Key persons know their children well because they make frequent observations of what the children can do. Each child has planning to meet their individual needs and stage of development. This ensures children make good progress in all areas of learning. Staff make good use of their observations and knowledge of children's interests to provide activities and, therefore, children are actively engaged throughout the setting. Children are becoming active learners as staff work hard to make the learning environment accessible and appealing. For example, a good variety of activities and resources across the six areas of learning, are set out each day into clearly defined areas of continuous provision. Children's starting points are assessed on entry to the setting and they are tracked regularly to ensure all children make progress and individual needs can be identified and supported.

Children in the nursery are confident and extremely keen to explain their own work and activities they participate in. They develop very good communication skills as staff engage with them, ask open-ended questions and listen intently to what they have to say. Staff share warm relationships with the children and babies receive lots of hugs and cuddles. Children begin to develop some self-help skills and positive friendships with others, showing care and concern for each other through their actions. Children have good opportunities to develop their interest in books. They access books independently; show interest in story times and older children can identify their favourite books. Children's understanding of numeracy is actively promoted in everyday experiences, such as, counting the number of plates needed for dinner. Younger children are beginning to recognise numbers as they sing counting songs and hold up cards displaying the numbers. Babies enjoy mark-making and creating patterns with chalk and paint. Younger children have a keen interest in music as they enjoy beating a rhythm using a spoon and metal bowl as they move their bodies in time. Children begin to develop the necessary skills for operating the computer, associated games and delight in taking photographs using the digital camera. Children's understanding of the wider world is effectively covered through the celebration of festivals, and a wide range of resources promote positive images of diversity. Children's confidence and skills for the future are also developing as they practice their Christmas play with eagerness.

Children participate in interesting and meaningful play. Well organised play rooms ensure even the youngest children can explore their environment and select resources and toys which interest them. The children have access to an effectively

designed and stimulating outdoor area which provides many valuable opportunities for children to extend their learning and physical play. For example, they develop spatial awareness as they manoeuvre wheeled toys forwards and back. They learn to balance and travel along raised equipment such as crates and boxes. The children's knowledge and understanding of the world is extended outdoors as they investigate the living creatures in their newly built 'bug hotels'. The children delight in watching the worms and flies move around the wooden construction. Despite this, outdoor play can be limited throughout the day for all ages of children, which impacts on their opportunity to develop healthy lifestyles.

Good hygiene practices across the provision help minimise the risk of spreading infection. Children are aware of the importance of good personal habits, such as, the use of tissues and when to wash their hands. The children enjoy a variety of nutritious home cooked food and specific dietary requirements are handled effectively to meet children's individual needs. Sleep times are supervised well and the children rest in designated areas. However, during this time some children are active within the room which disturbs the resting children. Children behave well and respond effectively to the expectations of the staff. Consistent and positive strategies used by the staff help children to understand why certain behaviour is unacceptable and encourages children to resolve their own conflicts. As a result, children cooperate and share with each other, resulting in effective relationships being formed between the children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met